



Health of Adults

NURS 2023 Study Period 2 - 2023

Internal - City East Campus

Introduction

Welcome

Welcome to the course NURS 2023 Health of Adults.

This Course Outline provides all the information about the course including objectives, assessment requirements, relevant University policies and the course calendar. Please read the Course Outline carefully to ensure you understand what is required of you so you can gain maximum benefit in completing this course.

The course is based on Stripling's Model of Inquiry Based Learning, which requires your active preparation and participation. It involves both independent and collaborative work with your colleagues and provides a foundation for future practice as a Registered Nurse.

Building on your knowledge and skills from previous courses, this course will also develop your skills of investigation and inquiry as you apply these to models of adult developmental stages.

The course duration involves nine weeks of intensive study that will prepare you to care for the adult person with complex health problems. Each week the course will focus on a specific topic and you will need to access and engage with the learning resources available via the Learnonline course site. The learning for each topic will be supported with lectures, tutorials and Horizon Hospital and Health Service (HHHS) workshops.

This course is intense and challenging. However, by engaging within the course content both online and in face-to-face session, you will be rewarded with the foundational knowledge to guide safe nursing practice.

On behalf of the teaching team we look forward to working with you this study period.

Dr Sue Sharrad

Course Coordinator

Aaron Farquharson

Associate Course Coordinator

Academic Work Definitions

Internal mode includes face to face/in person components such as lectures, tutorials, practicals, workshops or seminars that may be offered at a University campus or delivered at another location. Courses delivered in internal mode may also be offered intensively allowing them to be completed in a shorter period of time. There is an expectation that students will be physically present for the delivery of face to face/in person teaching and learning activities.

Lecture

Student information

A lecture is delivery of course content either in person, or online in a virtual classroom, that builds on the course readings and pre-lecture requirements for you and other students in the course. The primary purpose of the lecture is to comprehensively describe and explain course content, ideas or skills to provide a foundation on which students build understanding through extended study. Lectures may also be pre-recorded and embedded in online courses.

All students are expected to have undertaken required readings and assigned activities prior to the lecture.

Tutorial

Student information

A tutorial can be conducted either in person or online in a virtual classroom. A tutorial is a facilitated group discussion, where your tutor leads analyses of issues and/or more detailed explanations related to the topics provided to you in online resources and/or lectures.

All students are expected to be familiar with relevant lecture content and readings prior to a tutorial and to participate actively in the related activities assigned for preparation. Tutorials may include a range of activities, including problem solving, group work, practical activities, and presentations.

Workshop

Student information

A workshop is a structured activity, delivered either in person or online in a virtual classroom in which the student is required to actively contribute. Your instructor will facilitate guided activities that relate to course content previously covered in a lecture and/or seminar and/or tutorial.

All students are expected to be familiar with relevant lecture seminar and/or tutorial content prior to a workshop in preparation for undertaking the activities in the workshop.

Demonstration/Practical class

Student information

A demonstration/practical class is a session with the primary purpose of demonstrating skills and practising those skills in a supported and guided environment. These classes are critical in developing skills through the application of theory and acquired knowledge in a practical setting.

All students are expected to be familiar with prerequisite knowledge from their program of study, relevant lecture and/or seminar and/or tutorial content, and materials provided and assessments relevant to the demonstration, prior to a demonstration/practical class. All students are expected to actively participate and contribute to the demonstration/practical class where required.

Online facilitation

Student information

Online courses generally require students to independently read, view and/or work through all required materials, including pre-recorded presentations that have been produced and provided to facilitate this form of learning.

Independent online learning is supported by Online Facilitators who supplement online teaching resources by facilitating, monitoring and moderating online forums; answering student queries via virtual office hours or help desks, online dialogue and/or phone conversations, providing formative feedback on your work or explaining comments and marking of your prior work.

Students are expected to be familiar with all relevant course content, including materials provided and assessments, and engage appropriately with facilitators within the timeframes provided.

Course Teaching Staff

Online Course Facilitator: Mr Aaron Farquharson
Location: UniSA Clinical & Health Sciences
C5-32
Telephone: +61 8 8302 1092
Email: Aaron.Farquharson@unisa.edu.au
Staff Home Page: people.unisa.edu.au/Aaron.Farquharson

Coordinator: Dr Sue Sharrad
Location: UniSA Clinical & Health Sciences
C5-41
Telephone: +61 8 8302 1402
Email: Sue.Sharrad@unisa.edu.au
Staff Home Page: people.unisa.edu.au/Sue.Sharrad

* Please refer to your Course homepage for the most up to date list of course teaching staff.

Contact Details

UniSA Clinical & Health Sciences

Physical Address: Level 4, Playford Building
UniSA City East Campus
Adelaide 5000

Website: <https://www.unisa.edu.au/about-unisa/academic-units/clinical-and-health-sciences/>

Course Overview

Prerequisite(s)

Individual Compulsory Courses

BIOL 1048 Human Body 2
HLTH 1036 Global and National Health
BIOL 1047 Human Body 1
HLTH 1047 First Peoples' Health
NURS 1061 Experiential Learning Activity: Preparation for Clinical Practice Practicum 1
NURS 1072 Foundations of Nursing Practice
NURS 1073 Health of Older People
NURS 1071 Experiential Learning Activity: Aged Care Practicum 2

Prerequisite Comments

All stage 1 courses must be completed

Corequisite(s)

BIOL 2058 Scientific Basis of Clinical Practice

Course Aim

To develop students' knowledge and skills to assist adults experiencing health problems achieve optimal health outcomes.

Course Objectives

On completion of this course, students should be able to:

CO1. Apply pathophysiological knowledge to inform clinical assessment, decision making and management of care for adults with health problems.

CO2. Conduct and document a comprehensive health assessment on an adult.

CO3. Apply current evidence to develop, implement and critically evaluate a person-centred plan of nursing care for adults with health problems.

CO4. Explain intra and interprofessional models of care for the management of adults with health problems.

CO5. Apply pharmacological knowledge and principles in the management of care for adults with health problems.

CO6. Analyse the cultural, legal and ethical considerations related to caring for adults with health problems.

CO7. Apply the principles of healthcare related quality, safety and risk management related to caring for adults with health problems.

Upon completion of this course, students will have achieved the following combination of Graduate Qualities and Course Objectives:

Graduate Qualities being assessed through the course							
	GQ1	GQ2	GQ3	GQ4	GQ5	GQ6	GQ7
CO1	•		•			•	
CO2	•	•	•	•	•	•	•
CO3	•	•	•	•		•	
CO4	•		•	•		•	
CO5	•		•				

CO6	•	•	■	•	■
CO7	•		•	■	■

Graduate Qualities

A graduate of UniSA:

GQ1. operates effectively with and upon a body of knowledge of sufficient depth to begin professional practice

GQ2. is prepared for life-long learning in pursuit of personal development and excellence in professional practice

GQ3. is an effective problem solver, capable of applying logical, critical, and creative thinking to a range of problems

GQ4. can work both autonomously and collaboratively as a professional

GQ5. is committed to ethical action and social responsibility as a professional and citizen

GQ6. communicates effectively in professional practice and as a member of the community

GQ7. demonstrates international perspectives as a professional and as a citizen

Course Content

Adult developmental theories; National Safety and Quality Health Service Standards; NMBA Registered Nurse Standards for Practice; codes of conduct and ethics; legislation and policy for practice; consent; duty of care; advocacy; nursing assessment and management of common acute and chronic health problems affecting adults; clinical decision making; principles of person-centred care; health informatics; health technology; professional communication; care planning and implementation;; evidence-based practice; pathophysiology; hydration and nutrition; fluid and electrolyte balance; peri-operative care; pain management; pharmacology; safe administration of medicines; client and family teaching; mental health; health needs of Aboriginal and Torres Strait Islander peoples'.

Teaching and Learning Arrangements

Online (online content and discussion forum)	9 weeks
Tutorial	2 hours x 5 weeks
Tutorial (Online virtual classroom)	2 hours x 4 weeks
Workshop (On-campus HHHS)	3 hour x 8 weeks

Unit Value

9 units

Use of recorded material

This course will involve the production of audio and/or video recordings of UniSA students. To protect student privacy, you must not at any time disclose, reproduce or publish these recordings, or related material, in the public domain including online, unless the videoed students give consent for reproduction, disclosure or publication. This requirement is consistent with University statutes, by-laws, policies, rules and guidelines which you agreed to abide by when you signed the Student Enrolment Declaration.

Student recording of learning activities

Students must seek permission prior to recording any UniSA learning activity. See [A-56 Policy Student recording of learning activities](https://i.unisa.edu.au/siteassets/policies-and-procedures/docs/academic/a56_student-recording-of-learning-activities.pdf) (https://i.unisa.edu.au/siteassets/policies-and-procedures/docs/academic/a56_student-recording-of-learning-activities.pdf)

Breaches of this Policy contravene the principles of academic integrity, and attract the penalties provided in the [Academic Integrity Procedure](https://i.unisa.edu.au/policies-and-procedures/university-policies/) (https://i.unisa.edu.au/policies-and-procedures/university-policies/).

Further Course Information

Communication with Students

The University's primary method of communication with students is electronic, through the UniSA student email account and the student portal. For further information refer to Guidelines on Electronic Communications with Students at the following website: [Guidelines for communication](#)

Student Workload

9.0 unit workload

The assumed student workload for a 9.0 unit course is 35 hours per unit which is 315 hours for a 15 week study period. This equates to approximately 20 hours/week of contact and non-contact hours and includes approximately:

- 15 hours/week for activities such as attendance at lectures, tutorials, workshops, participation in online activities, self-directed and independent course related reading and reflection to enable deep engagement with the course materials.
- 5 hours/week for researching, further reading and completing course assessments for submission

For further information refer to Time/workload management at the following website: [Time/workload management](#)

Student Access Plans

Student should contact the Course Coordinator **before** the start of **each** course if they have a current student access plan and believe they may need any adjustments to the course. This includes extending timelines for assessment tasks, predicted absence from course activities or the HHHS. The Student Access Plan and course requirements will be reviewed with a course specific plan developed before the student commences the course.

Horizon Hospital and Health Service Attendance

Horizon Hospital and Health Service (HHHS) sessions are integral to your preparation for clinical placement and development as a safe practicing Registered Nurse.

Students are able to access their HHHS scheduled workshop from the [Health of Adults Class Timetable](#). **Attendance is highly recommended as there are no makeup sessions for study period 2.**

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Ability to practice in Horizon Hospital and Health Service

If you have sustained an injury during your studies, or you have a disability or allergy that impact your practice in this environment, you must be cleared or have a clinical plan before you can attend HHHS classes.

- A full medical clearance to practice in the HHHS is required following injury or surgery. This means you can undertake all activities.
- If you cannot gain a full medical clearance and/or require any accommodations to your practice please see a Disability Adviser by making an appointment at Campus Central. <http://www.unisa.edu.au/Disability/Current-students/> for assessment and a plan.
- Please contact your Course Coordinator as soon as possible to discuss your options prior to commencing practice in the HHHS.

Uniforms

Student Uniforms for all HHHS workshops are compulsory. The uniform consists of:

- A blue buttoned shirt with University logo from Valerie Travers
- Navy skirt or trousers (black is not acceptable)
- Black, non-porous enclosed shoes (tops of the feet and the heels must be fully covered)
- Name Badge
- Hair is required to be tied up and away from the face
- Minimal or no jewellery is to be worn-- particularly that which may be a cause of spreading infection or pose a hazard to patient's skin
- Long sleeve tops are not allowed. Students who need to wear a long sleeved top for religious or allergy reasons must have permission
- Hooded and sleeveless tops, cardigans or other garments are NOT to be worn over the uniform.

Students who have any questions regarding the uniform requirements are asked to speak with one of the Horizon Hospital and Health Service Clinical Nurses. Refer to the following website for further information and pictures of appropriate uniform: <https://lo.unisa.edu.au/mod/book/view.php?id=372996&chapterid=75161>
Any variation on the uniform including trouser colour is not acceptable. Students not attired correctly will be asked to leave the Horizon Hospital and Health Service.

Academic staff illness

Academic staff and visiting speakers may be unable to attend their scheduled teaching session due to illness or unanticipated life events. When this occurs the Course Coordinator will make every effort to ensure that the teaching session takes place supported by an appropriate member of staff. In the event that cancellation of the session becomes necessary, students will be notified by email and alternative arrangements made. To avoid an unnecessary journey, as a result of cancellation, students need to routinely check their student emails **PRIOR** to lectures, tutorials and workshops.

Learning Resources

Textbook(s)

There are no textbooks listed for this course.

Reference(s)

You will need continual access to the following text(s) to complete this course. Where possible the Library will make the book available for student use. Please check the Library catalogue before purchasing the book(s). The Library will always seek to purchase resources that allow an unlimited number of concurrent users, however availability is dependent on license arrangements with book publishers and platforms. www.library.unisa.edu.au

Fundamentals Of Nursing

Berman, A, Snyder, SJ, Levett-Jones, T, Burston, A, Dwyer, T, Hales, M... & Stanley, D 2021, *Kozier and Erb's Fundamentals of Nursing: Concepts, Process and Practice*, 5th Australian edition, Pearson Australia, Melbourne, Victoria.

Clinical Psychomotor Skills: Assessment tools for Nurses

Tollefson, J & Hillman, E 2022, *Clinical Psychomotor Skills: Assessment Tools for Nurses*, 8th edition, Cengage Learning Australia Pty Limited, South Melbourne, Victoria.

Mental Health

Proctor, N, Hamer, HP, McGarry, D, Wilson, RL & Froggatt, T 2020, *Mental Health: A person-centred approach*, 2nd edition, Cambridge University press, Melbourne, Victoria.

Nursing Course Texts (Recommended)

Bullock, I, Clark, JM & Rycroft-Malone, J 2020, *Adult nursing practice: using evidence in care*, Oxford University Press, Oxford.

Bickley, L, Szilagyi, P, Hoffman, R & Soriano, R 2021, *Bates' guide to physical examination and history taking*, 13th edition, Wolters Kluwer, Philadelphia.

Medical and Surgical Nursing

Bauldoff, G, Gubrud, P, Carno, M, Levett-Jones, T, Dwyer, T, Moxham, L, Reid-Searl, K, Berry, K, Carville, K, Hales, M, Knox, N & Stanley, D 2020, *Lemone and Burke's Medical-Surgical Nursing. Critical thinking for person-centred care*, volumes 1 – 3, 4th Australian edn, Pearson Education Australia, Melbourne.

learnonline course site

All course related materials are available on your learnonline course site which you will be able to access from the 'my Current Studies' section in myUniSA (<https://my.unisa.edu.au>).

Access to Previous Courses

You will have access to your previous course sites for a period of 4 years. After this time, the course sites will be archived and will be unavailable.

Note: Course readings provided via the University Library are only made available to current students and staff due to licensing and copyright restrictions. Students may download their course readings while they are enrolled in the course for their personal research purposes only.

Assessment

Academic Integrity

Academic integrity is the foundation of university life and is fundamental to the reputation of UniSA and its staff and students. Academic integrity means a commitment by all staff and students to act with honesty, trustworthiness, fairness, respect and responsibility in all academic work.

An important part of practising integrity in academic work is showing respect for other people's ideas and being honest about how they have contributed to your work. This means taking care not to represent the work of others as your own. Using another person's work without proper acknowledgement is considered Academic Misconduct, and the University takes this very seriously.

The University of South Australia expects students to demonstrate the highest standards of academic integrity so that its qualifications are earned honestly and are trusted and valued by its students and their employers. To ensure this happens, the University has policies and procedures in place to promote academic integrity and manage academic misconduct. For example, work submitted electronically by students for assessment will be examined for copied and un-referenced text using the text comparison software Turnitin <http://www.turnitin.com>.

It is an offence for any person or company to provide academic cheating services to students of Australian universities, irrespective of whether the service is provided by an Australian or overseas operator (see [Tertiary Education Quality and Standards Agency Amendment \(Prohibiting Academic Cheating Services\) Bill 2019](https://www.legislation.gov.au/Details/C2020A00078) - <https://www.legislation.gov.au/Details/C2020A00078>). "Academic cheating services" includes providing or undertaking work for students, where that work forms a substantial part of an assessment task.

More information about academic integrity and what constitutes academic misconduct can be found in the [Academic Integrity Policy and Procedure](https://i.unisa.edu.au/policies-and-procedures/university-policies/academic/ab-69) (<https://i.unisa.edu.au/policies-and-procedures/university-policies/academic/ab-69>).

To learn more on academic integrity and how to avoid academic misconduct, please refer to the Academic Integrity Module: <https://lo.unisa.edu.au/mod/book/view.php?id=252142>

Important information about all assessment

All students must adhere to the University of South Australia's [procedures about assessment](http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/): <http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/>.

Assessment Details

Details of assessment submission and return are listed under each assessment task. Assessment tasks will be returned to you within 15 working days of submission.

Cover sheets

A cover sheet is not required for assessment tasks submitted via learnonline, as the system automatically generates one.

If the Course Coordinator allows submissions in hard copy format, you will be required to attach an Assignment Cover Sheet which is available on the learnonline student help (https://asklearnonline.unisa.edu.au/app/answers/detail/a_id/2222/kw/coversheet) and in myUniSA.

Assessment Descriptions

Assessment 1

Single		30% of Course Total		Objectives being assessed:CO2, CO3, CO4, CO5, CO6, CO7			
Title	Team work	Length	Duration	Due date (Adelaide Time)	Submit via	Re-Submission	Re-Marking
Nursing Case Study	No	2500 words	-	31 Mar 2023, 5:00 PM	learnonline	No	Yes

Further information on re-marking and re-submission is available in the academic policy, AB-68 P4 Re-marking and Re-submission Procedure

Assessment 1 Nursing case study report (2500 words)

Component of the assessment scheme 30%

Due Date 31st March 2023 @ 1700

Submission Process Via Learnonline

This assessment will consist of a nursing case study report.

Assessment Aim:

According to the Nursing and Midwifery Board of Australia's (2016) Registered nurse standards for practice, nurses need to be able to;

Think critically and analyse nursing practice (Standard 1),

Comprehensively conduct assessments (Standard 4),

Develop a plan for nursing practice (Standard 5),

Provide safe, appropriate, and responsive quality nursing practice (Standard 6),

Evaluate outcomes to inform nursing practice (Standard 7).

Thus, the aim of this assessment is to provide students with an opportunity to analyse and evaluate a clinical case scenario so that the development of critical thinking and reflection is promoted. In this assessment, students will be required to interpret clinical information and draw upon their knowledge of pathophysiology, the nursing process and evidence-based nursing practice, and articulate new learnings in the case study report.

What you need to do:

Based upon the clinical scenario provided below, construct a case study report. This includes a detailed report of the person's clinical presentation, nursing management and inter-professional plan of care. The case report will draw upon your knowledge of pathophysiology, pharmacology, and relevant academic literature to support an evidence-based nursing plan of care.

The case report must be presented using the headings provided below. A description of the content for each section of the report has been provided. It is important that all sections of the report are conceptually connected. For example, your knowledge of pathophysiology and pharmacology, and your understanding of this person, should underpin the identified nursing problems. In turn, evidence-based nursing care and interprofessional care that relate to the problems should be clearly discussed and must be relevant to the clinical scenario.

Case Report:

The case report must include the following:

Introduction - 200 words

Using the ISBAR clinical handover framework, introduce the person and provide a brief overview of their case. Provide an outline of the purpose and structure of the report.

Primary admission - 300 words

In this section provide a summary of the reasons why the person was admitted to hospital. For this, include a brief description of the pathophysiology of the person's medical problems and their clinical manifestations. Support this discussion with contemporary, evidence-based literature.

Identify two (2) nursing problems (300 Words)

Using the previous description of the pathophysiology and observed clinical manifestations, identify two (2) nursing problems that are to be prioritised for the person. Justify your selection and briefly describe why each is important in the person's management. Support your discussion by utilising contemporary, evidence-based literature.

Tip: Importantly in this section, you should prioritise the care that is required by the person. Consider what is the most pressing concern for the person at this stage.

Nursing management (1000 Words – 500 words per problem)

In this section, you will focus on the implementation of the nursing process to each of the identified problems from the section above. That is, for each identified problem you will need to include a discussion of;

- One (1) appropriate nursing assessment and its rationale,
- One (1) appropriate nursing intervention related to your assessment. Provide a rationale for each intervention,

Nursing implications related to the medication management of the ongoing management of each problem. Support your discussion by utilising contemporary, evidence-based literature.

Tip: This section of the report focuses on assessments and interventions that the Registered nurse (RN) conducts. Remember to discuss what the RN physically does to provide optimal person-centred care as part of the nursing management plan.

Discharge planning (500 Words)

The discharge plan must focus on the interdisciplinary management for this person and should refer to the nursing problems addressed throughout the report.

In this section, discuss the aim of discharge planning and the importance of using an interdisciplinary approach. Also, discuss the role of the RN in facilitating a multidisciplinary discharge plan for this person. Identify and justify the members of the multidisciplinary health care team and the role that they would play. For this, you should refer back to the identified nursing problems discussed in the report.

Tip: Avoid reverting to simple referrals to other members of the health team.

Conclusion (200 Words)

Summarise the major findings of this case report. The conclusion should not introduce new material that has not been previously addressed within the report.

Referencing

The content of the case report must be supported through referencing of current evidence-based literature and must include a reference list and intext citations. Students will be assessed on referencing and academic writing.

Please refer to following.

[Health of Adults Assessment Help on Learnonline](#)

[Referencing Information from the library.](#)

Overall writing and presentation

As per [Academic Writing Requirements](#), this assignment must be saved and submitted as a word document. This case report must be structured using the headings provided and presented using academic writing. The use of dot-points will result in a reduction of marks. You will be assessed on the overall writing and presentation – compliance with the academic writing guidelines will avoid loss of marks for this assessment.

Clinical Scenario: NURS 2023 Health of Adults Case Study.

Identify

Patient Name

Mrs Christine Hynde

Age/Date of Birth

58 years, Date of Birth: 10 February 1965

Sex

Female

Situation

Mrs Hynde presented to the emergency department complaining of shortness of breath and heart palpitations. She looks anxious, and her complexion is ruddy and notably she is breathing through pursed lips. A 12-lead electrocardiogram (ECG) was obtained and presented to the attending team for review. The ECG demonstrates an atrial arrhythmia.

Please refer to Health of Adults learnonline site for the ECG

Background

Mrs Hynde is married with 2 children that live interstate. She admits that her health has been deteriorating over the past 2 years. Consequently, her husband Gary, has become her primary carer.

One of the things that you notice is that Gary is expressing signs of carer burden by stating that looking after his wife is becoming increasingly difficult, particularly in the last two months.

Mrs Hynde's past medical history includes:

Type 2 diabetes mellitus,

Peripheral vascular disease with limited mobility, she can only walk five to 10 m before becoming breathless,

Chronic Obstructive Pulmonary Disease (COPD),

Hypercholesterolaemia,
Depression,
Hypertension (poorly controlled),
Reformed smoker - 25 cigarettes a day, quit 5 years ago,
Body Mass Index (BMI): 26.

Mrs. Hyndes currently prescribed medications include:
Perindopril (8mg daily),
Atorvastatin (80mg daily),
Metformin (500 mg bd),
Terbutaline (5 mg tds).

Assessment

Mrs. Hyndes appears to be restless and very anxious. Her breathing is labored, and she continues to breathe through pursed lips. A repeat ECG confirmed that she is in rapid atrial fibrillation with a ventricular response rate over 100 beats per minute.

Recommendations

Thus, it was recommended that;
She is admitted to cardiac ward for monitoring.
Oxygen therapy to be titrated to maintain an oxygen saturation > 93 %.
Commencement of Amiodarone infusion 300 mg to be administered over 2 hours.
Routine blood analysis including full blood examination, electrolytes and urea, coagulation studies and high sensitivity troponin levels.
Strict fluid balance chart to commence.
Repeat ECG.
Position for optimal respiration.
Mobilise as tolerated.

Nursing Handover

It is 24 hours post admission, you are about to start your early shift in the cardiac unit and Mrs Hyndes is your allocated patient.

During the morning bedside handover, the night duty Registered nurse (RN) reports Mrs Hyndes;
Had a restless night, slept for short periods only and at times was disorientated.

Vital signs (last measured at 0600):

Temperature: 37.6°C.

Heart rate: 100 beats per minute and irregular.

Respiratory rate: 24 breaths per minute.

Blood Pressure: 100/50 mmHg.

SaO₂: 92 % on 2L via nasal specs.

Mrs Hynes complains of pain on inspiration and her breathing continues to be laboured.

It is noted that she is pale and diaphoretic.

Oxygen therapy continues as ordered.

Just before handover, Mrs Hynes complained of chest pain. When assessed, it was also noted that her right calf is painful and there is a reduced dorsalis pedis artery (DPA) pulse and capillary refill time is greater than 3 seconds.

Upon review of her blood results, you notice that her troponin levels are increased.

You are directed by the RN you are working with, to undertake another 12 Lead ECG as a priority. You take the following ECG to the RN to discuss;

Please refer to Health of Adults learnonline site for the ECG

In the time you spent with Mrs Haynes, you establish that she continues to be restless and is now complaining of chest tightness when she breaths.

Assessment 2

Single		35% of Course Total			Objectives being assessed:CO1, CO2, CO3, CO6, CO7		
Title	Team work	Length	Duration	Due date (Adelaide Time)	Submit via	Re-Submission	Re-Marking
OSCE	No	3000 words equivalent	-	Internal (Week 7 and 8) External (day 4 of workshops)	In person	No	No

Further information on re-marking and re-submission is available in the academic policy, AB-68 P4 Re-marking and Re-submission Procedure

Assessment 2: Objectively Structured Clinical Examination (OSCE)

The NURS 2023 OSCE will be conducted during the timetabled HHHS sessions during **weeks 7 and 8** of the study period for internal students and on the **final day** of the intensive workshop for external students.

Submission:

The OSCE will be completed in-person using the NURS 2023 OSCE-Rubric feedback form and uploaded to the assessment link by the tutor.

What you need to do:

This assessment will require you to demonstrate clinical decision making to conduct a focused physical assessment for the development of a person-centred plan of care for an adult in the simulated environment.

Preparation for OSCE Success:

In order to prepare for success in the OSCE, you are encouraged to attend the weekly HHHS workshops.

Objectively Structured Clinical Examination (OSCE) (35 marks):

The 35 marks will be included as a collaborative mark for your overall grade. If you fail your OSCE you are still eligible to pass the course.

Using the **NURS 2023 OSCE-Rubric feedback form**, your allocated tutor will observe you conducting a focused physical assessment on one allocated patient within the timetabled HHHS simulation session. You will need to demonstrate an understanding of the physical assessment skills and the clinical findings by responding to tutor-directed questions. The OSCE will be conducted as follows:

Prior to the commencement of the OSCE: as all OSCE assessments are recorded, students will be required to state their name and student ID number, show their student ID card to the camera, and make a fitness for practice declaration for the recording.

Task 1: complete an ISBAR Plan of Care for the OSCE patient when provided with a general handover by the HHHS staff.

Task 2: working individually, listen and understand an additional verbal ISBAR bedside clinical handover for your allocated patient and use this information to note the recommended focused physical assessment that you will be required to demonstrate (list of examples provided below).

Task 3: independently demonstrate the focused physical assessment on the allocated patient and document the clinical findings using the appropriate HHHS documentation.

Students will need to be prepared to complete the OSCE in week 7 and 8.

Please note: If you are unwell at the time of the OSCE, please do not attend – obtain a medical certificate as supporting evidence and upload this via the NURS 2023 course site '[OSCE missed session link](#)' and notify your allocated tutor via email.

OSCE Feedback and Results:

You will receive feedback and results, using the NURS 2023 OSCE-Rubric feedback form.

Feedback and results will be released via the NURS 2023 course site Assessment 2: OSCE link within 10 -15 working days of completion.

Examples of focused physical examination for NURS 2023 OSCE:

Respiratory assessment,
Cardiovascular assessment,
Neurovascular assessment,
Endocrine assessment,
Neurological assessment,
Gastrointestinal assessment,

Renal assessment,
Pain assessment,
Wound management and assessment.

Extension and Resubmission:

Extensions and resubmissions will NOT be available for this assessment item. Students who are unable to achieve a pass grade, due to unexpected / exceptional circumstances or medical circumstances at the time of the assessment, may be provided with the opportunity to re-sit this assessment. As per AB-68 P2 Variation to Assessments Procedure, 'for unexpected or exceptional circumstances', supporting documentation must be provided. Following the provision of evidence, the re-sit date for this assessment item will be negotiated with the course coordinator.

Remarking

Eligibility to complete this assessment is verified by all students once they have declared their Fitness for Practice Declaration in the recording. Therefore, retrospective requests for remarking/reassessment are not available.

All failed assessments are moderated by the NURS 2023 Health of Adults teaching team as per AB-68 P4 Re-marking and Re-submission Procedure.

Fitness for Practice Declaration

Please note, by attending and completing the OSCE assessment on their scheduled day students are agreeing with the declaration below.

My performance in this assessment, was not impaired by any factor. I am fit and well and capable of completing Assessment 2; OSCE today.

As seen earlier, a declaration will be required, and it will be recorded along with the rest of the OSCE assessment.

Failure to comply UniSA examination procedures, AB-68 P3 Examinations Procedure, will lead to investigation of potential academic misconduct.

Assessment 3

Single		35% of Course Total			Objectives being assessed:CO1, CO3, CO5, CO6, CO7		
Title	Team work	Length	Duration	Due date (Adelaide Time)	Submit via	Re-Submission	Re-Marking
Final Online Examination	No	3000 words equivalent	2 hours	Other - TBA	learnonline	No	No

Further information on re-marking and re-submission is available in the academic policy, AB-68 P4 Re-marking and Re-submission Procedure

The examination will be completed online in the form of an online quiz.

Students can access the exam via the exam link of the NURS 2023 Learnonline course site.

Access to the online quiz will commence at the start time of the scheduled exam.

The examination will be conducted during the examination period at the end of the study period and the exam timetable has been published via Campus central. Students should ensure that all days in this time frame (including Saturdays) are kept free until the exam period is concluded. Students can access the Exam Timetable via the following link Study Period 2 Exam Timetable

As per the usual process, ensure that you do check the exam timetable for any changes prior to the exam date. Any information that is misinterpreted as a result of being advised of exam details verbally will not be accepted as a valid reason or sufficient cause for absence from an exam.

Duration of Examination

2 Hours

Examination Format

The exam will consist of 80 multiple choice questions (MCQs) to assess knowledge, understanding and application of all course topics. The exam will also include 10 medication calculations that will include oral, intravenous, subcutaneous medication and Intravenous fluid and blood calculations (MCQ format). There is only

one (1) correct answer for each question. Marks will be awarded for correct answers and each MCQ is worth one (1) mark.

Students who are not 100% accurate in the medication calculations will be encouraged to undertake further individual work in order to meet the required RN competence for safe administration of medicines in the future.

This examination is not invigilated.

Students can choose the locations of where to complete the online exam. Make sure the venue is quiet, well-lit and ventilated.

Locations for where students may select to complete this examination could include:

Home setting

On-campus

Students who select to come to a campus to complete the examination have the following options:

Computer pools/barns at each campus (not bookable).

Designated quiet spaces in metropolitan campus libraries during the exam period (not bookable).

Please note that on-campus spaces will not be supervised. Students who select to come on campus are encouraged to arrive an hour before your exam is due to start to locate a space and get set up.

Marking Criteria and Standards

Marks will be awarded for correct answers. There is only one correct answer for each question. The marks for each question will be indicated in the exam paper. Students must achieve a minimum of 50% to pass the exam.

Exam Preparation

Please refer to the Learnonline content and contact the [Student Engagement Unit](#) for further information about the exam and preparing for this assessment item:

Technical issues during exam:

Students who experience any technical issues which impact their ability to complete the online exam should contact the IT Helpdesk. This includes issues related to:

Internet connection and/or;

Computer performance

When raising an issue, please note the specific details of the technical issue, including time and any screen shots or other evidence to support the request. The IT Helpdesk can be contacted on the following phone numbers:

Local: (08) 8302 5000

Interstate & Country: 1300 558 654 (cost of a local call)

International: (+61 8) 8302 5000 (we can call you back to minimise your call costs)

Please do not hang up, even if placed on hold, as a service ticket will be raised once the call is answered. This service ticket will be the evidence of an issue occurring. Once the issue has been resolved it is recommended to continue with the online exam unless advised otherwise.

Deferred Examination:

Applications for deferred examinations are approved in accordance with [AB-68 P2 Variations to Assessments Procedure](#)

Feedback proformas

The feedback proforma is available on your course site.

Further Assessment Information

In order to successfully complete the course you must:

- A TOTAL mark of Pass 2 (50%) based on the accumulation of marks from the 3 assessments.

SUBMIT AN ASSIGNMENT VIA LEARNONLINE WEBSITE

In this course you are required to submit your assignments via LearnOnline: GradeBook, if you have not used this method before go to the link below for instructions on how to use GradeBook.

<https://lo.unisa.edu.au/mod/book/view.php?id=1843>

Please Note Penalties For Late Submission.

[AB-68 P8 Course Outline Procedure.](#)

Additional assessment requirements

Attendance at the workshops is mandatory. Students who miss more than one (1) workshop session without evidence of extenuating circumstances will fail the course.

Marking process

Feedback on assessment tasks will normally be provided within **10** working days, but no longer than **15** working days following the deadline for submission of the assessment task.

If a subsequent assessment task builds on earlier assessment tasks, the earlier assessment task will be returned at least ten working days before the deadline for submission of the later assessment task (or equivalent for intensive teaching)

Feedback will be provided for all summative assessment tasks (excluding final examinations). Feedback will include comments in response to key components of the task and/or a summary comment.

Feedback for Assignment 1 Case Study will be provided via the marking rubric included in the [assessment](#) section of the learnonline site.

Feedback for Assignment 2 will be provided via the ANSAT feedback form included in the [assessment](#) section of the learnonline site.

Marking process will reflect the requirements [Assessments Policy and Procedures](#)

Penalties for late submission

Extensions to assessment tasks will follow the University of South Australia Assessment Policies and [AB-68 P2 Variations to Assessments Procedure](#) - Extension to complete an assessment task.

All assessment extensions requests must be: submitted via the Learnonline site to the Course Coordinator lodged before the date/time the assessment item is due include a valid reason for the extension request supported with documentary evidence as detailed in the Assessment Policies and Procedures. (see below)

Reasons for request Documentary Evidence

Medical or compassionate circumstances as outlined in the [AB-68 P2 Variations to Assessments Procedure](#)

Other unexpected or exceptional circumstances as outlined in the [AB-68 P2 Variations to Assessments Procedure](#)

Requests for an extension of more than seven days will only be granted under extenuating circumstances and at the discretion of the Course Coordinator and relevant Program Coordinator and/or Program Director.

Late applications for an extension for an assignment will not be considered. The only exception to this is where

the student can provide evidence of unexpected or exceptional circumstances as detailed in the [AB-68 P2 Variations to Assessments Procedure](#) for example being unexpectedly hospitalised as evidenced by a medical certificate.

The following examples are not grounds for requesting an extension:

Assessment tasks in another course due within a similar timeframe;
Computing problems;
Work commitments;
Social commitments such as recreation leave, domestic or international travel; and scheduled clinical placements.

Late Submissions of Assignments

Late submission of assignments will result in a penalty. The penalty for late submissions will be:

1. a deduction of 10 marks per day or part day, for each day that the assignment is late up to a maximum of 5 days.
2. assignments more than 5 days late will not be marked and will be assigned a zero grade inclusive of non-graded pass work.

Example 1:

If you submit a paper one and a half days late you will receive a penalty of 20 marks Your paper will be marked and the 20 marks will be deducted from the mark which you would have obtained if your paper was submitted by the due date. A paper which was given a mark of 70/100 but was submitted 2 days late will receive a final mark of 50.

Example 2:

A paper due 11.45pm on Monday and submitted after 11.45pm on Saturday will not be marked and assigned a zero grade. Considerations of unexpected or exceptional circumstances are as per [AB-68 P2 Variations to Assessments Procedure](#)

Once an extension is granted, the extended due date is final and no further extensions will be granted.

Exam Arrangements

This course includes an online exam as part of the assessment. You will receive advanced notice of the scheduled online exam. All exams will be scheduled in South Australian time. You are required to sit your examination online at the scheduled South Australian date and time irrespective of any conflict with planned holiday or special event or regular work commitment, including students sitting in other time zones in Australia or internationally. More detail is available in the Assessment Policy and Procedure manual ([Examination Procedures, section A3](#)) at <http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/>

Additional Exam Information

Please refer to

[Procedure AB-68 P3.1 Section A.3..p.1](#)

Deferred Assessment or Examination

Deferred assessment or examination is available for this course.

Supplementary Assessment

Supplementary assessment or examination offers students an opportunity to gain a supplementary pass (SP) and is available to all students under specific conditions unless supplementary assessment or examination has not been approved for the course.

Specific conditions and further information is available in the [Variations to Assessment Procedure](http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/). <http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/>

Supplementary assessment will be available for this course.

Special Consideration

Special consideration is available for this course.

Variations to assessment tasks

Details for which variation may be considered are discussed in the [Variations to Assessment Procedure](http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/) (<http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/>). Variation to assessment in unexpected or exceptional circumstances should be discussed with your course coordinator as soon as possible.

More information about variation to assessment is available in the [Variations to Assessment Procedure](http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/) (<http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/>).

Students with disabilities or medical conditions please refer to **Students with disabilities or medical conditions**.

Students with disabilities or medical conditions

Students with disabilities or medical conditions or students who are carers of a person with a disability may be entitled to a variation or modification to standard assessment arrangements. See the [Variations to Assessment Procedure](http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/) at: <http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/> and Policy C7 [Students with Disability](https://i.unisa.edu.au/policies-and-procedures/university-policies/corporate/c-7/) at: <https://i.unisa.edu.au/policies-and-procedures/university-policies/corporate/c-7/>

Students who require variations or modifications to standard assessment arrangements must first register for an Access Plan with the UniSA Access & Inclusion Service. It is important to contact the Access & Inclusion service early to ensure that appropriate support can be implemented or arranged in a timely manner.

Students who wish to apply for an Access Plan must book an appointment with a UniSA Access & Inclusion Advisor by contacting Campus Central or via the Online Booking System in the Student Portal. For more information about Access Plans please visit: <https://i.unisa.edu.au/students/student-support-services/access-inclusion/>

Once an Access Plan has been approved, students must advise their Course Coordinator as early as possible to ensure that appropriate supports can be implemented or arranged in a timely manner.

Students are advised there are also strict deadlines to finalise Access Plan arrangements prior to examinations. Further information is available at: http://i.unisa.edu.au/campus-central/Exams_R/Before-the-Exam/Alternative-exam-arrangements/

Action from previous evaluations

Students are encouraged to complete an online course evaluation myCourseExperience which will be available to students at the end of the study period. Assessment tasks have been revised and clarified in response to student feedback. A resource folder has also been included as a guide to OSCE success. The teaching team has also given an example of what you should include within your ISBAR. This will provide a consistent teaching method for student feedback and OSCE assessment. The process of administering the OSCE will be consistent across all teaching staff ensuring equity and fairness for assessment.

Student feedback will continue to be welcomed and will lead to improvements to the future offerings of this course, so your participation is appreciated.

Unplanned learnonline outages

The information below show the suggested alterations/considerations for assessment items and exam dependent on the duration of the unplanned outage

less than 1 hour outage. No impact on either assessment or examination

1 to 4 hour outage. **Assessment** - Consider an extension. **Examination** - No impact.

4 to 24 hour outage. **Assessment** - 24 hour extension. **Examination** - Be mindful of outage when marking

Over 24 hour outage. **Assessment** - 48 hour extension. **Examination**- Be mindful of outage when marking

Course Calendar

Study Period 2 - 2023

Weeks	Topic	Tutorial/Practical	Assessment Details (Adelaide Time)	Public Holidays
13 - 19 February	Pre-teaching			
20 - 26 February	Pre-teaching			
1 27 February - 5 March	Management of a compromised airway in an adult	HHHS Workshop 1 - Internal Students		
2 06 - 12 March	Management of compromised breathing in an adult	HHHS Workshop 2 - Internal Students		
3 13 - 19 March	Compromised circulation in an adult	HHHS Workshop 3 - Internal Students		Adelaide Cup Day 13 Mar 2023
4 20 - 26 March	Compromised neurological states in an adult	HHHS Workshop 4 - Internal Students		
5 27 March - 2 April	Management of shock in adults	HHHS Workshop 5 - Internal Students	Nursing Case Study due 31 Mar 2023, 5:00 PM	
6 03 - 9 April	Altered gastrointestinal states in adults	HHHS Workshop 6 - Internal Students		Good Friday 07 Apr 2023
10 - 16 April	Mid-break			Easter Monday 10 Apr 2023
7 17 - 23 April	Musculoskeletal problems in adults and nursing an adult in a perioperative environment	HHHS Workshop 7 - Internal Students OSCE Week Internal Students		
8 24 - 30 April	Managing diabetes mellitus type II in adults	HHHS Workshop 8 - Internal Students OSCE Week Internal Students		Anzac Day 25 Apr 2023
9 01 - 7 May	Sexually transmitted infections and the influence of lifestyle choices			

10	08 - 14 May		External Workshop 1 - OSCE on the final day
11	15 - 21 May		External Workshop 2 - OSCE on the final day
12	22 - 28 May		External Workshop 3 - OSCE on the final day
13	29 May - 4 June	Swot-vac	
	05 - 11 June	Swot-vac	
	12 - 18 June	Exam week	Queens Birthday 12 Jun 2023
	19 - 25 June	Exam week	
	26 June - 2 July	Exam week	